

A Practical Study on Lingnan Culture's Integration into Higher Vocational English Teaching

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Abstract: Taking excellent cultural inheritance as the starting point, further strengthening the design of English teaching in higher vocational colleges is the key to promoting the development of English teaching and cultivating students' comprehensive quality. Under the background of the new era, English teachers in higher vocational colleges combine the regional characteristics of Lingnan culture with the integration of regional culture and curriculum teaching, which can further strengthen students' language ability and application ability, and is also conducive to the inheritance and development of Lingnan culture. This paper studies the practice of integrating Lingnan culture into English teaching in higher vocational colleges and puts forward corresponding views.

Keywords: Lingnan culture; Vocational college English teaching; Integration practice; Research

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1. Introduction

1.1. The background of Lingnan culture integrating into English teaching in Higher vocational colleges

According to the latest teaching standards of English courses in higher vocational colleges, English courses in higher vocational education cover the goal of multi-cultural communication. By carrying out corresponding teaching activities, students can identify and understand different cultures in the process of learning and application, gradually acquire an international vision, establish the necessary awareness of cultural inheritance, and carry out cross-cultural communication in daily life. Actively promote the excellent culture. Lingnan culture, with its unique geographical features, historical accumulation and humanistic feelings, has injected a steady stream of vitality into the development of Chinese culture. In the current era of globalization, promoting Lingnan culture to internationalize is not only the need to inherit and carry forward Chinese culture but also an important way to demonstrate the charm of China's diversified and integrated culture and enhance the soft power of national culture^[1]. Strengthening the international communication capacity building is the key to promoting Lingnan culture to internationalize. In this process, talent training plays an important role, by

integrating relevant content with English teaching in higher vocational colleges. This will not only help to meet the needs of economic development but also accelerate the training of high-quality international talents and enhance their ability in cross-cultural communication. The release of the new curriculum standards and the active promotion of Lingnan culture internationalize by Guangdong province aim to better serve the strategy of internationalization of Lingnan culture and promote the prosperity and development of regional culture and economy. Through the construction of innovative English courses in higher vocational colleges, students can not only develop a deep understanding and love towards Lingnan culture but also improve their language production ability to tell Lingnan cultural stories in English. At the same time, in the current information age, the network media has developed rapidly. As frequent users of social media, contemporary youth are undoubtedly the main force of Lingnan culture's external communication. Therefore, to adapt to the strategy of internationalize Lingnan culture, teachers should innovate the practice path of English curriculum construction in higher vocational colleges, so that it can inherit Lingnan culture and cultivate students' cross-cultural communication ability ^[2].

2. The necessity of integrating Lingnan culture into English teaching in vocational colleges

2.1. Deepening the reform of English teaching in vocational colleges

According to the actual analysis, the English level of students in higher vocational colleges is low at this stage, most of them have a weak English knowledge foundation and imperfect knowledge system, which makes students "lack physical and mental ability" in the face of English knowledge, and even conflict with curriculum teaching ^[3]. Such a cycle will lead to substandard English teaching quality in higher vocational colleges and the development of students' comprehensive ability. Under this background, curriculum teachers can integrate Lingnan culture into teaching, so that students can deeply experience cultural knowledge and build learning interest.

Lingnan culture, with a long history, is one of the important branches of Chinese culture. In English teaching, if teachers can skillfully integrate Lingnan culture into the classroom, whereby they can further enrich the teaching content and improve the teaching pertinence. When students are familiar with the Lingnan culture, it is easier for them to empathize with teachers in class and establish a friendly and harmonious relationship between teachers and students. This relationship not only helps enhance students' motivation to learn but also enables them to be more proactive and dare to express their opinions in class. At the same time, the integration of relevant content can also improve English teaching, which helps teachers build interesting classes ^[4]. For example, teachers can explain the use of English in Lingnan, so that students can understand the status and role of English in local culture.

In addition, teachers can also combine the characteristics of Lingnan culture and design some English activities with regional characteristics, such as role play and situational dialogue so that students can learn English in a relaxed and pleasant atmosphere and feel the charm of English. Besides, the integration of relevant content will also help to cultivate students' cross-cultural communication ability, so that they will be more calm and confident in future international exchanges. According to the latest vocational English teaching syllabus, teachers should not only emphasize laying a solid foundation for students but also focus on cultivating students' discipline quality. Therefore, teachers need to do a good job of cultural input, take Lingnan culture as a disciplinary bridge, and comprehensively improve the predicament of English classroom teaching in vocational colleges, to deepen the reform of English teaching in vocational colleges ^[5].

2.2. Inheriting excellent culture

Lingnan culture is known for its openness, inclusiveness, pragmatism and innovation. It brings together a variety of elements to form a unique cultural system^[6]. The values, morals and aesthetics contained in this cultural system are of great significance to the cultivation of students' comprehensive quality and humanistic accomplishment. In the new era, teachers can significantly improve students' comprehensive ability by analyzing and integrating relevant content into English classroom teaching in higher vocational colleges. By introducing the elements and themes of Lingnan culture into English teaching, teachers can guide students to express and explore various aspects of Lingnan culture in English, to improve students' English application ability and cross-cultural communication ability. At the same time, this teaching method can also stimulate students' learning interests and enhance their learning motivation, which is conducive to students' deep learning^[7]. Vocational college students have a bright future and such technical talents will become the main pillars of society in the future. They can not only shine in their respective fields but also become an important force in spreading Lingnan culture to the whole country and even the world. Based on this analysis, the integration of Lingnan culture into English classroom teaching in vocational colleges is not only an important way to carry forward traditional Chinese culture but also to cultivate a group of talents with international vision and cultural confidence for future social construction^[8].

3. Strategies for integrating Lingnan culture into English teaching in vocational colleges

3.1. Integration of characteristic dialects and curriculum teaching

By introducing dialects and combining them with curriculum teaching, the teaching quality can be further improved and interesting, fun classrooms can be created. After analysis, it can be observed that many words are closely related to the dialect characteristics of Lingnan culture, especially Cantonese. These English words with Cantonese characteristics are derived from Cantonese and are not inherent in the native English language, so they are regarded as foreign words. These words are based on Cantonese and form a series of unique expressions. As the food culture of Guangdong is flourishing, many terms of Cantonese cuisine have no corresponding expression in English originally, such as lychee, ketchup, etc. When students learn these words, it is not only easy to master their pronunciation, but also can enhance the initiative of students to participate in learning, so that they have a sense of cultural identity. This cultural resonance helps improve students' learning enthusiasm and promote classroom interaction^[9].

3.2. Lingnan culture is integrated into the teaching objectives of the course

Teaching objectives are conducive to the smooth development of subsequent teaching activities, and can also ensure that teachers penetrate cultural education and deeply integrate Lingnan culture into curriculum teaching^[11].

(1) Objectives of foreign communication in the workplace

By carrying out corresponding teaching activities, students will be able to accurately introduce Lingnan culture in English in the workplace environment and fully express their love and pride for their hometown culture.

(2) The goal of multicultural exchange

Lingnan culture, with its open, inclusive and pragmatic characteristics, plays a pivotal role in the development of the Guangdong-Hong Kong-Macao Greater Bay Area. Therefore, it is necessary to let

more people understand the essence of Lingnan culture through English, an international language, and further promote Lingnan culture to the world. Not only that, in the context of the construction of the Guangdong-Hong Kong-Macao Greater Bay Area, exchanges and cooperation among young people have become increasingly frequent. This has provided a rare opportunity to enhance understanding, deepen friendship and jointly enhance the sense of community of the Chinese nation with the youth of Hong Kong and Macao through social platforms or daily exchanges^[12]. This sense of community will help strengthen the cultural identity and national pride of the young people in Guangdong, Hong Kong and Macao and promote cooperation and development among the young people in their respective fields and jointly contribute to the prosperity and stability of the Greater Bay Area.

(3) The goal of language and thinking enhancement

The specific contents are as follows: Teachers consciously introduce Lingnan dialect, Mandarin and English knowledge into the teaching, so that students can improve their knowledge system through comparison and form a good cross-cultural awareness.

(4) Improve the goal of independent learning

In this regard, teachers should encourage students to make full use of various information tools to acquire rich information and resources related to Lingnan culture.

3.3. Integration of regional characteristic architecture and English teaching

In higher vocational English teaching, most of the knowledge is closely related to students' majors. Teachers can find the connection between students' majors and regional culture, to carry out effective teaching activities. For example, in the English teaching of higher vocational colleges, teachers can introduce the characteristic buildings of Lingnan culture, to achieve the diversity of teaching content and further expand students' knowledge vision and cognitive ability. From the perspective of teaching in the past, relevant architectural terms may seem boring, lacking characteristics and difficult to remember. However, if these terms can be combined with the content familiar to students in daily life, it will help students to improve their interest and enthusiasm in learning and deepen their memory and understanding of these words^[13]. Therefore, in the teaching process, teachers can flexibly use a variety of teaching methods and means to improve the teaching effect and learning results.

3.4. Strengthen the design of the integration of culture and curriculum

(1) Use the "Internet +" to strengthen students' awareness of cultural inheritance

At present, with the rapid development of information technology, teachers need to adapt to the development of the new era and combine the teaching content of English courses. This can guide students to understand the charm of Lingnan culture and explore how to spread it through information technology. For example, in the course of teaching business English, students can understand ways to use websites, cross-border e-commerce platforms and other channels to showcase Guangdong companies and Lingnan specialty products to the international community.

In addition, teachers can assign corresponding learning tasks after class. For example, teachers can ask students to record a short video about Lingnan culture and create English subtitles for it. This will not only practice students' English speaking and writing skills but also give them a deep understanding of the connotation of Lingnan culture in practice^[14]. In addition, teachers can also encourage students to create English multimodal web pages or new media discourses that introduce Lingnan cultural tourism products, so that they can master the application of information technology in cultural communication

in practice. Through these after-school tasks, students can not only improve their English skills but also enhance their cross-cultural communication skills, which can also promote the internationalization of Lingnan culture and let the world better understand and appreciate this unique regional culture.

(2) Highlight career characteristics

Vocational education is oriented towards employment and skills. To give full play to the value of traditional culture, English teachers need to reflect vocational characteristics in their teaching. Taking Business English and other professional English courses as an example, teachers can create teaching situations similar to those of industrial enterprises, guide students to skillfully use social media, websites, cross-border e-commerce platforms and other channels to effectively promote Guangdong's cultural creativity and cultural tourism products, to promote the prosperity and development of Guangdong's foreign trade, culture and tourism industries, at the same time, improving students' awareness of cultural communication.

3.5. Carry out practical teaching activities integrating culture and curriculum

By implementing relevant practical teaching activities, teachers can more effectively integrate Lingnan culture with English curriculum teaching. For example, teachers can plan and organize class meetings with English as the theme, or use the blackboard newspaper in the classroom to create paintings, guide students to explain the traditional culture of Lingnan in English, and encourage each student to share their unique views on Lingnan culture, to form a comprehensive understanding of Lingnan culture. In addition, teachers can also launch English speaking competitions to encourage students to take an active part in the competitions, in which they can briefly introduce famous people, scenic spots, or related historical stories in Lingnan in English. At the same time, students can also be organized to participate in photography competitions with Lingnan characteristics. Teachers can guide and encourage students to introduce their works in English, to build students' awareness of cultural inheritance and cultivate their core English competence ^[15].

4. Conclusion

In recent years, the Ministry of Education of China has issued the Guiding Outline for Improving the Education of Chinese Excellent Traditional Culture, comprehensively analyzing the idea that "traditional culture and curriculum teaching go in the same direction and form a synergistic effect," pointing out a new way for the curriculum teaching reform of higher vocational colleges and schools to practice moral education and cultivate people. Schools and teachers need to take curriculum teaching as a carrier and integrate regional excellent culture into it. In addition, in the process of English teaching, if teachers overemphasize the teaching of English words and grammar, taking them as the focus and difficulty of teaching, the teaching work may get into difficulties, and eventually limit the students' ability to use English flexibly. Therefore, English teachers should take the initiative to integrate Lingnan culture into the design of English classes in higher vocational colleges, combine the traditional culture familiar to students with classroom teaching, and deeply discuss the implementation strategies, which can realize cultural inheritance and also benefit the diversified development of students.

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